

Newspaper Editorial Rubric

	Content	Organization	Expression	Mechanics
6 EXCELLENT	<ul style="list-style-type: none"> - Clear central ideas (thesis) - Persuasive argument - Intelligent consideration and knowledge of subject with originality of thought - Carefully selected details which support general statements and central idea - Well researched topic with strong connections to primary source documents - Strong variety in reputable sources 	<ul style="list-style-type: none"> - Effective introduction, body, and conclusion - Writing flows smoothly; effective paragraphs and transitions - Effective plan of development using order of importance, cause and effect, etc. 	<ul style="list-style-type: none"> - Clear, controlled, and fluent - Effective variety in sentence type, length, and structure - Effective subordination and co-ordination - Appropriate, lively, and wide-ranging word choice 	<ul style="list-style-type: none"> - May have a few minor errors, but no major errors - Sentence fragments, if present are used deliberately for effect and emphasis - Bibliography, references and citations follow MLA standards with minimal mistakes
5 STRONG	<ul style="list-style-type: none"> - Clear central idea - Persuasive argument - Adequate knowledge but little originality - Appropriate details - Well researched topic but could do with more variety in sources 	<ul style="list-style-type: none"> - Clear introduction, body, and conclusion - Unified, well-developed paragraphs - Effective paragraph transitions; sentence transitions sometimes conventional - Specific plan followed consistently 	<ul style="list-style-type: none"> - Clear and reasonably fluent, but careful - Appropriate sentence variety - Satisfactory subordination and coordination - Appropriate, clear, and correct word choice with occasional slang 	<ul style="list-style-type: none"> - A few minor errors and one or two major errors which do not reduce the clarity of communication - Use of references and citations are consistent, with some frequent minor errors in formatting (punctuation or word order)
4 PROFICIENT	<ul style="list-style-type: none"> - Sufficiently limited central idea - Adequate knowledge; ideas may be conventional - Adequate details that may be repetitious - Adequately researched topic with some connections to primary sources 	<ul style="list-style-type: none"> - Clear introduction, body, and conclusion - Adequate paragraphs - Mechanical or abrupt transitions - Specific plan; emphasis sometimes misplaced 	<ul style="list-style-type: none"> - Clear but functional - Some sentence variety - Subordination and co-ordination usually correct - Appropriate, clear, and correct word choice with occasional slang 	<ul style="list-style-type: none"> - Minor errors and a few major errors which sometimes impede communication - References and citations are used with frequent major errors in formatting (missing information)

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3 DEVELOPING	<ul style="list-style-type: none"> - Apparent central idea but not sufficiently limited - Writer demonstrates some knowledge; ideas are mainly obvious - Insufficient or unclear details - Limited research of the topic with weak connections to primary sources - Sources are not reputable (discernable bias or a lack of credibility) 	<ul style="list-style-type: none"> - Identifiable introduction, body, and conclusion - Most paragraphs adequately developed - Transitions may be weak or ill-chosen - Plan of development apparent but there may be misplaced emphasis 	<ul style="list-style-type: none"> - Usually clear, but functional and occasionally awkward - Little sentence variety - Overuse of co-ordination - Limited and sometimes inaccurate word choice 	<ul style="list-style-type: none"> - Several minor and major errors which result in clumsy writing - Inconsistent or regularly incorrect referencing and citations standards
2 EMERGING	<ul style="list-style-type: none"> - Central idea not clear and topic not limited - Limited ideas; trite ideas - Insufficient, inappropriate, or illogical details - Little to no research of topic 	<ul style="list-style-type: none"> - No clear introduction or conclusion - Paragraphs are not sufficiently unified or developed - Transitions are poor and inappropriate - Confused order of development and misplaced emphasis 	<ul style="list-style-type: none"> - Frequently awkward - Almost no sentence variety - Excessive use of co-ordination - Restricted vocabulary (frequently inaccurate); dependence on slang 	<ul style="list-style-type: none"> - Frequent minor and major errors which seriously impede communication - Minimal or incorrect use of references and citations undermines the authority of editorial
1 BEGINNING	<ul style="list-style-type: none"> - No central idea; topic not limited - Trite and juvenile ideas - Details are absent or irrelevant - No research 	<ul style="list-style-type: none"> - No discernable plan of development - Transitions are absent - Incoherent, rambling, and unnecessarily repetitious 	<ul style="list-style-type: none"> - Unclear and uncontrolled - No sense of sentence structure - Limited and uncontrolled vocabulary; incorrect use of words 	<ul style="list-style-type: none"> - An abundance of minor and major errors which destroy all sense of communication - No attempt at referencing or citations in accordance with MLA style is made